

# **Recommendations**

## **OF THE NATIONAL SEMINAR ON ROLE OF UNIVERSITIES IN IMPLEMENTATION OF NEW EDUCATION POLICY**

HYDERABAD  
DEC 18-19, 1987



**ASSOCIATION OF INDIAN UNIVERSITIES**

**REPORT & RECOMMENDATIONS OF THE TWO-DAY CONFERENCE  
ON  
"ROLE OF UNIVERSITIES IN THE IMPLEMENTATION  
OF  
NEW EDUCATION POLICY"**

**AT  
OSMANIA UNIVERSITY  
DECEMBER 18 - 19, 1987**



**ASSOCIATION OF INDIAN UNIVERSITIES  
AIU HOUSE  
16, KOTLA MARG  
NEW DELHI - 1100 02**

## FOREWORD

The New Education Policy (NEP) visualised the role of higher education as providing people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialised knowledge and skills.

The role of universities is crucial in the matter since one of the important functions of universities and institutes of higher learning is to provide specialized scientific and technical skills, imparting of knowledge, contributing to every sector of national development and improving social conduct and behaviour. Thus, a major share of responsibilities, as envisaged in the NEP, rests with the universities and other educational institutions.

The Association of Indian Universities in collaboration with Osmania University organised a National Conference on Role of Universities in implementation of New Education Policy on Dec 18-19, 1987 at Hyderabad. The Conference discussed and deliberated on several issues, some of which are indicated below:

1. Education in Human Values
2. Human Resource Development
3. Teacher Training
  
1. Restructuring of Courses
2. Research & Extension
  
1. Autonomous Colleges & Departments
2. Evaluation and Accreditation of Institutions
3. State Councils of Higher Education
4. Consolidation and Expansion of Institutions
  
1. Distance Teaching/Learning
2. Rural Universities
3. Youth Services, Sports & Physical Fitness Programmes
4. Women Education

After detailed discussions, the conference came up with conclusions and recommendations which are presented here in this booklet

The Department of Education, Ministry of Human Resource Development has now approached the Association of Indian Universities and given the responsibility to it, to organise four 3 day seminars on implementation of New Policy on Education with a clear emphasis on monitoring and continuous evaluation of the progress of the implementation in various areas of National Education Policy. It is proposed to

arrive at a comprehensive plan of action for the next 2 years of the 7th Plan as well as for development of procedures for monitoring and continuously evaluating the progress of implementation of several areas of activities enumerated in the National Education Policy.

I am confident that this booklet will be of value in this regard in these Seminars.

**S.K. Agrawala**  
**Secretary**

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NATIONAL CONFERENCE ON THE ROLE OF UNIVERSITIES  
IN THE IMPLEMENTATION OF NEW EDUCATION POLICY

OSMANIA UNIVERSITY, HYDERABAD-DECEMBER 18-19'87

REPORTS OF VARIOUS SESSIONS  
AND  
CONCLUSIONS & RECOMMENDATIONS

SESSION I

1. Education in Human Values
2. Human Resource Development
3. Teachers Training

In all, in this session four keynote addresses were given and eight interventions were made.

Mr. Hashim Ali's paper addressed itself to the colossal task of bringing moral values to the Universities at a time when it is collapsing everywhere in our society. But the present educational system seems to have followed the secular policy of delinking religion and politics. The New Educational Policy makes a forceful plea to have value based education. The origin of our values is in the religions of this country. Since the essence of all the religions rests on ethics, one can draw these common values from all the religions of India and incorporate them in the education system. Virtues such as respect for the dignity and worth of the human individual (as the central value), integrity, honesty, loyalty, cooperation, compassion, tolerance, social sensitivity and responsibility, social service, self-abnegation, search for excellence, pursuit of happiness and spiritual exaltation. Since Indian people are deeply religious in their attitudes, it will be unrealistic to ignore religion entirely from the educational system.

Dr. Anand Swarup questioned the basic approach of Mr. Hashim Ali and his view was that the approach to values derived from religion has not succeeded in the country. He also questioned the propriety of making selective use of quotations drawn out of context, from various religious text books to inculcate values in the young minds. In his view, such a compilation might lead to a kind of deliberate rationalisation which would strengthen the forces of religious fundamentalism.

Alternatively, he suggested that the values to be inculcated in the young minds could be derived from a secular world view which, as shown by people like Einstein and Albert Schweitzer, could lead to a deep reverence for life. Such values would besides fostering cohesion and integration, also help to eliminate violence, superstition, obscurantism and religious fanaticism. He emphasized that those who are at the helm of affairs must have appropriate values. In his view, one of the best ways to initiate social change and help internalisation of desirable values in this vast country would be to mould the character of the young graduates who go out from the Universities every year into various streams of social life. In this context he suggested that the attitude of the young graduates could be changed as they could be made conscious of the dimensions of social accountability, if it was impressed upon them that society was spending large amounts taken from the poor and the disadvantaged to provide educational facilities to them. If they understand that what they pay as fees for their education is a negligible percentage of expenditure incurred to maintain and run the educational institutions and if all students are explicitly informed of the subsidy being received by them, they could be asked either to take their educational responsibility more seriously or be liable to pay the full cost of their education.

Dr. (Mrs.) J.K. Pillai stressed the importance of professional training since teaching is so difficult, complex and a challenging type of job. Pointing out the need to tap the best talents available in the society, she pointed out the inadequacies in the present system of selection of teachers. The skills required of a good teacher are communication skills, spirit of inquiry, scientific temper and conceptual clarity. As for the training of the teachers, they should be trained in modern technology of teaching, so as to motivate the students for self-learning self-evaluation and self-advancement. She also emphasized the in-service training and extension service. Here distance learning also could be used to cover a wider area. For training of teachers for higher education, the establishment of Staff Training Colleges is expected to upgrade the teaching skills through curriculum development, instructional management and recent trends and techniques of teaching and evaluation. Even the open university may introduce courses for this purpose.

Speaking for the need for value orientation of students, Dr. T.K. Unnithan, referred to the total collapse of values in the social and political fields today. Moral degeneration could be seen in all walks of life, Hence the importance of value-oriented education. The values to be inculcated in the young minds are to be drawn from all the civilizations in the world. Righteous conduct, truth, peace, love and non-violence could be generally accepted as the values to be imparted to the students. The methodology of value education is equally important. Those people at the helm of affairs in the university should conduct themselves in such a way as to be independent of the corruptive forces in the society. Institutes like those of Sathya Sai Educational Trust emphasise righteous conduct, truth, peace, love and non-violence. Gandhians would add dignity of labour and self-reliance to the list. But it is the teacher who is the pivot of value education. It is his exemplary behaviour that is the corner stone of all value based education. Equally important is the university management which can conduct its affairs with justice and fair play, without subjecting itself to all types of corruptive influence.

Dr. K.N. Rao emphasized that only when health and welfare are made accessible to all the people, the ethical and human values will be realized.

Dr. Joshi emphasized the pre-service and on the job training by professionally well-equipped teachers.

Prof. P.K. Sarma referred to the unequal distribution of funds between the State and Central Universities. He also desired that there should be one centrally funded university in every State.

Dr. N.K. Gandhi (Bhave) said that a vocational degree at the graduate level along with arts and science degrees should be introduced.

Dr. Chittibabu wanted that education should be not only technologically possible but also ideologically acceptable and action is more important than policy statements and Seminars.

Dr. Hooja advocated that 200 new IES, officers on par with IAS, could be operating to effect a delivery system to remove illiteracy and poverty of the masses.



Prof. K. Soman said that ethical values are inbuilt in every discipline and therefore every subject should be taught with its ethics.

Prof. Isaac Sequiera mentioned four-fold characteristics of teachers (1) He should be a student of students (2) He should be an example of the educated (3) He should be the master of his own subject; and (4) He should have perfected the methodology of communication.

One of the speakers pointed out the incongruity between uniformity and excellence in education. He also emphasised that autonomy in the universities should percolate from the top to the bottom. He said that excellence costs, but mediocrity costs much more in the long run. Concluding the first session, the Chairman Mr. Hashim Ali once again pleaded for instilling in the young minds the essentials of religious and basic ethical values.

#### Recommendations & Conclusions arrived at :

1. That every effort should be made to make Higher Education serve as an instrument to inculcate personal and social values in the students. This may be done by suitably structuring the courses and by adopting effective teaching strategies.
2. The Conference also felt that teacher development is a very essential component and that Universities should undertake the task of Faculty development in a planned manner to equip the teacher both on the point of subject content and also teaching skills. Academic Staff Colleges should be so designed and equipped to effectively serve this function.
3. It was also felt that both uniformity and excellence are imperative concerns of higher education and that suitable measures may be worked out so that one is not sacrificed in the course of the others.

## SESSION II

1. Restructuring of Courses
2. Research & Extension

Dr. Ramesh Mohan, Vice-Chancellor, Meerut University, the Chairman of the Session invited Dr. Ram Lal Parikh, Vice Chancellor, Gujarat Vidyapith and Dr. (Miss) Bengalee, Vice Chancellor, University of Bombay to present the theme papers on "Restructuring of Courses" and "Research and Extension".

Dr. Ramlal Parikh observed that extension work and adult education have not made much headway in our country. He was of the opinion that the learning process should shift from the classroom to the community i.e. should be taken to the masses. He felt it was essential that extension be integrated in to the whole educational system. According to him the curricula should include about 20-30% of non-book activities centred around work. Working together with people will enrich education. Modern learning society is possible through a participating process. He emphasised the need for introducing field work in all the subjects.

Dr. (Miss) Bengalee spoke about the need for restructuring of the course curriculum. She was of the opinion that the entire system should be redesigned to meet the needs of the changing society. With the advancement of communication technology classroom lectures were becoming an outdated mode. People are now opting for Open universities and correspondence courses because parallel systems of learning do exist. With the advent of technology life was becoming more mechanical even in the class rooms with only teaching aids and without the teacher, the teaching process tends to lose the human touch. She also stressed the need for women's education to eradicate some of our national problems.

After the thematic presentations, the Chairman invited the following participants to present their views briefly:

Dr. D.N. Sharma, while speaking on 'making the system work' highlighted the ills in the academic institutions. He mentioned the lack of commitment on the part of university administration teachers and students. In spite of several discussions and debates the present day examination

system which had lost its credibility continues by and large. In many universities lack of financial resources impeded all development. Unless these ills were rectified the smooth implementation of National Educational Policy was not feasible according to him.

Dr. D.S. Punalekar of South Gujarat University, Surat spoke about examination reforms. She stressed the urgent need for carrying on examination reforms. According to her, examinations are viewed in isolation and are treated as non-academic. She feels, on the other hand evaluation should be a continuous process and not to screen the students but to help them in order to develop themselves. Universities should prepare the teachers for proper evaluation of the students and should be free from politics.

Prof. B.N. Garudachar, Principal, Engineering College, Osmania University while referring to his article on 'University-industry interaction' pointed out that the teacher should be evaluated not by the number of papers he published but by the relevance of these publications for industrial application. He also pleaded for the creation of liaison machinery in the universities with a senior teacher with professional experience as its head to interact with industry, government and other funding agencies.

Prof. K.D. Abhyankar, Dept. of Astronomy, Osmania University while referring to his article on 'Need for a Radical Education Policy, made a strong plea for restructuring the courses especially to bridge the gap between various subjects. In this context he favoured the creation of schools like School of Physical sciences, School of earth sciences, School of life sciences etc, which blended all these disciplines into integrated knowledge. He was also of the opinion that the job oriented courses are not feasible in Sciences and Humanities unlike the case of professional courses like Engineering and Medical.

Dr. G. Trivedi spoke about extension work. He clearly demarcated the scope of extension services and extension in education. He cautioned that extension should be progressively planned in all detail.

Dr. Ishwarbhai Patel, past president of AIU stressed the need for two way interaction between the scientists and the rural population. Take the fruits of science to the villages, promote rural

development and create job opportunities for the rural people, he said. He also pointed out that a lot of talent is available in India and there was no need to copy from the West. He mentioned that 17 universities in Britain included Vedic Mathematics in their curricula. We must take lessons from them.

Dr. B.S. Kumar pointed out that extension oriented higher education is not a well thought out idea. He attributed some of the failures to lack of adequate participation of teachers and students in the process of education. He also enquired whether we could do away with the examination system at any stage. He was of the opinion that vocational streams were not desirable. He also pointed out that the socio-economic and political context should be kept in mind while implementing educational reforms.

Prof. Bh. Krishnamurthy, Vice Chancellor Hyderabad University, opined that affiliated colleges have brought down the standards and they need a shock treatment. He suggested that all affiliated colleges be made autonomous. He pointed out that not much headway had been made in removing illiteracy among rural population. He suggested that in one course the students should go to rural areas and prepare a paper on what was happening in the rural society. While talking about the medium of instruction he suggested that the regional language should be continued upto the post-graduate level or it should be discontinued at the high school unlike the present practice.

Chairman of the session, Dr. Ramesh Mohan, while summing up emphasized the need for extension and integrating it with the whole system of education. Restructuring of courses was essential keeping in mind the needs of the changing society. Research according to him, both fundamental research and action-research are very important to maintain the quality of higher education and national development. He, however pointed out that the research which was being carried out should be properly monitored and evaluated so that much barren and sterile effort which went in the name of research could be avoided. He greatly regretted the fact that in many cases bad and spurious research for Ph.D. was approved if not with the connivance at least with the blessings of those who were meant to be custodians of higher academic standards. According to him 80% of the education for undergraduate courses is being imparted in the affiliated colleges. He pleaded that steps should be taken to raise the level of affiliated colleges

instead of making all of them autonomous as suggested by Prof. Bh. Krishnamurthy.

The main stress during the discussion in this session was on (1) restructuring of courses to make them more relevant to social and educational needs. (2) Developing extension as an integral part of the educational system (3) raising the standard of research to height of excellence to make it meaningful & (4) devising means to monitor the research efforts in the university.

Recommendations & Conclusions arrived at:

1. That courses at various levels should be so restructured to make them more relevant to social needs.
2. That extension work and experience should be made an integral part of educational system.
3. To bring educational institutions into active and productive interaction with different social agencies.
4. That every effort must be made to raise the standard of research to excellence and also to make research meaningful and useful. In this context an effective system of monitoring research in the university should be evolved.

### SESSION III

1. Autonomous Colleges and Departments
2. Evaluation and Accreditation of Institutions
3. State Councils for Higher Education
4. Consolidation and Expansion of Institutions

The Session was chaired by Prof. S.V. Chittibabu, former Vice-Chancellor, Annamalai University and a former President of the Association of Indian Universities.

In his opening remarks the Chairman spoke of the ever increasing burden placed on the universities by the affiliated new Colleges and invited definite and concrete suggestions from the participants.

Dr. Yuris Zakis, Rector, Riga University, U.S.S.R. presented an account of the university system in U.S.S.R. in the matter of their multilinguistic and pluralistic nation and spoke of the similarities between the educational systems of India and U.S.S.R.

He made a reference to the treaties signed between the Government of India and the Soviet Government in respect of greater collaboration between the two countries in the area of education and cultural affairs. Dr. Zakis wanted the universities in India to avail themselves of the programmes indicated in the protocols, and the Chairman asked the Vice-Chancellors to make use of the offer made by the Soviet Government.

Prof. M.V. Mathur, former Vice-Chancellor, Rajasthan University, who gave the key-note address, spoke of the absence of a framework for the development of individual colleges and universities, and that of a national level perspective. He suggested that if planning is to take place in an orderly and purposeful manner there should be no more non-autonomous colleges, and all colleges to be given autonomous status in stages before 1992. He urged the establishment of State level Councils of Academic Accreditation. He also pleaded for the delinking of university education from employment and other requirements through a reduction of age limit and qualifications

for the purpose. He also supported the idea of the establishment of Academic Staff Colleges and a proper machinery for the recruitment and training of teachers. He wanted the universities to define objectives, prepare perspective plans and establish greater rapport with teachers and students.

Prof. A.R. Venkataraman of the American College, Madurai stressed the need for grant of complete freedom to autonomous colleges in the matter of designing courses and curricula. He also urged that an autonomous college should have the involvement of teachers and students and the local people, in order to cater to regional and local needs.

Prof. J.L. Gnanaretanam, Principal Arul Anandar College, Karumathur in his paper (read by Dr. Vincent) wanted emphasis to be laid on rural development, adult education, and the institution of job-oriented courses.

Prof. S. Bhagirathi, Principal, Sri Parashakthi College for Women, Courtallam spoke of autonomy of individual departments within an autonomous college, and pleaded for decentralisation in all areas of academic activity. She wanted special attention to be paid to the implementation of programmes of socio-economic development, particularly, the welfare of women.

Prof. N. Jeya Lakshmi of Sri Prashakthi College for Women, Courtallam spoke about the need for the reform of the evaluation system in colleges and universities, and urged a judicious blend of internal and external evaluation.

Prof. Ishwarbhai Patel, President, Maharishi Academy of Vedic Sciences, and a former President of AIU emphasised the need for consolidation and the avoidance of duplication in the matter of course and curricula. He spoke of the importance of self-discipline implied in the concept of autonomy.

Dr. M.L. Sharma, Dean, University of Agricultural Sciences, Hissar, struck a note of caution in the matter of granting autonomy to colleges. He wanted that the objectives of higher education be more clearly defined and urged the need for self-introspection.

Shri K. Gunasekharan, Education Officer, University Grants Commission, informed the Conference of the progress made in respect of the

implementation of the New Education Policy. He highlighted the achievements of the U.G.C. in such areas as regulation of admissions, management of university structures, improvement of efficiency, the institution of autonomous colleges, the establishment of Academic Staff Colleges, the need for evolving a professional code of ethics, the evaluation of teachers, and the special assistance programmes.

Prof. J. Satyanarayana of Osmania University, spoke of the limitations in the implementation of the programme of granting autonomy to colleges and the difficulty experienced by the universities in the identification of colleges for autonomous status. He suggested that all colleges be given autonomy and their performance be examined after a suitable period.

Prof. S.K. Agrawala, Vice-Chancellor, Agra University, supported Prof. Mathur's suggestions. He wanted the question of autonomy for colleges to be examined more clearly by the U.G.C. and suggested that in future the universities should cease to be mere affiliating bodies, and their burden could be transferred to open universities or to autonomous institutions.

Prof. J. Ramakanth, Dean, Faculty of Science, Osmania University, stressed the need for a change in the method of the recruitment of teachers and pleaded for a change in attitude towards teaching on the part of the teachers. He also stressed the need for research by teachers even if such research did not have a direct bearing on their teaching work.

Principal Gabhe from Bombay, spoke about the constraints placed on the autonomous colleges on account of the indifference of the State Government, the university concerned and the U.G.C. He wanted these agencies to change their attitude towards autonomous colleges.

The Chairman in his concluding remarks supported many of the suggestions made by the Conference in this Session, and the following recommendations may be said to have emerged from the deliberations:

1. The concept of autonomous colleges and the departments has come to stay and the targets set in the New Education Policy should be reached with the collaboration of the University Grants Commission.



2. Evaluation and accreditation of institutions should be established by the State Governments as well as Central Government in order to examine the functioning of existing courses and suggest improvement.
3. State Councils for Higher Education should be established to deal with matters pertaining to higher education within the legal framework and to act as an intermediary body between the universities in the State and in the U.G.C. and the Central Ministry of Education.
4. As far as possible no new colleges should be affiliated by the universities and any new college which comes into existence should enjoy an autonomous status. The conference also felt that the establishment of more Open Universities and the extension of distant education will go a long way in lessening the burden on the universities.

The Conference felt that the objectives of University Education should be more clearly defined which would help in the proper planning of the higher education. There was also a need for laying down norms for the accountability of the university towards the student community in particular and society in general.

#### Recommendations & Conclusions arrived at:

- 1.a That autonomy of functioning should be encouraged and promoted at various levels including University Departments, Centres and Colleges. In this context autonomous colleges should be provided necessary support and encouragement.
- b. There is consensus in the consultation that the experiment of autonomous colleges which began in 1978 and got a fillip in the New Education Policy (1986) must be continued and strengthened further by overcoming whatever opposition there may be for it in certain states and among certain sections of teachers.

- c. There is a request from the autonomous colleges that the funds for which they are eligible each year under the UGC guidelines for autonomy, must be released to them without delay. The autonomous colleges find that the delay in the release of funds is on the increase.
  - d. Before each five year plan is announced, the autonomous colleges may be encouraged to prepare a detailed 5 year plan of educational action for the plan period clearly specifying goals, objectives and expected outcomes. It is suggested that funding from the next five-year plan period be based on such detailed plans of action and their relevance.
  - e. The working of the autonomous colleges must be systematically monitored periodically. Appropriate Inspection Commissions with UGC, State and University representatives may be appointed for the purpose. Detailed reports may be sought from the colleges before actual on-the-spot inspection.
2. State Councils for Higher Education be constituted to monitor the functioning of Universities and other Institutions of Higher Education, and also to co-ordinate the functioning of these Institutions. The details regarding the constitution and specific functions of these Councils may be worked out.
  3. Immediate steps should be taken to constitute State Councils of Higher Education and organise the Apex Body, the National Council for Higher Education which can contribute a good deal towards implementing NEP.
  4. That a suitable system of evaluating of the functioning of various educational institutions be evolved.
  5. That Universities and Institutes of Higher Education should adopt strategy of distance education and more recent developments in the field of educational technology.



#### SESSION IV

1. Distance Teaching/Learning
2. Rural Universities
3. Youth Services, Sports & Physical Fitness Programmes
4. Women Education

Dr. Devendra Kumar, Vice-Chancellor, Gandhigram Rural Institute, Madurai, presented his paper titled 'The Concept of Rural Universities-Its need, role and shape'.

Dr. Devendra Kumar envisaged the development of a pattern of education related to the needs of rural communities. He stated that both by percentages as well as in aggregate numbers, India has the largest illiterates and the largest poor. He pointed out that Rural University concept is a revolutionary concept to correct the above picture. He clarified that rural universities are not usual universities with rural location but are qualitatively different and consciously work for developing the economy and quality of life of the rural poor. He deplored that universities usually function as separate entities and that there is no interaction between the community and the Universities. He pleaded that Universities should manifest a 'neighbourhood effect' and emphasised that universities need to be socially responsible and useful. He felt that education has to imbue the students with a healthy attitude towards hardwork, dignity of labour, commitment to principles of secularism and social justice. He observed that rural universities should help in converting the educational system from being a preserve of 'the classes' to that which is open for and is to benefit 'the masses'. He narrated the difficulties involved in educational experimentation and pleaded that the psychology of the common parent in not being prepared to take any risk must be taken into consideration. He contended that the 'present' must be considered as an 'intermediate period' during which the rural university system should inculcate confidence amongst the people about the employability of its products. He felt that rural universities should progressively give greater and greater rural orientation and also provide an opportunity for these students to join the other universities, if they so desire. He pleaded that this experiment can succeed only with the cooperation and help of conventional universities

and identified the areas of cooperation. He recommended the interface that would facilitate the staff from the conventional universities to work on deputation in rural universities and further suggested for joint projects of researches in areas of mutual interest. He stressed the need for recognising rural universities as a special agency i.e. as a nodal point, in networking with the Society and existing university system so that indigenous models can be developed to eradicate rural poverty. He identified this as a major challenge and responsibility of the rural universities.

Dr. R.G. Takwale, Department of Physics, University of Poona, referred to the contraction of time and distance due to the recent developments in communication network which opens up new opportunities for both formal and non-formal institutions, to reach out for the masses. He stressed that it is necessary to recognise the fact that the teacher and the learner are separated in distance education. He referred to the need for pre-planning and production on a mass scale, of tailor-made courses. He also referred to the need for multi-media approach which would not only impart knowledge and skill but would also create/modify attitudes of the learners. He felt that in a dynamic learning society, democratisation of education will be made possible through distance education. He remarked that while the formal education was teacher-oriented, the non-formal education is learner-oriented. He felt that while the formal education emphasised the acquisition of intellectual skills, the establishment of equipping the students with basic skills needed for performing the needed vocations in the society, can be taken care of by the non-formal education. He referred to the Soviet experience of having around 50 percent educated youth remaining unemployed and their realisation that there is need for restructuring the education, can certainly act as a useful guiding principle for the Indian education planners. He felt that as distance education is essentially self-learning, a number of psycho-educational aspects have to be taken care of and the constraints imposed by the society and the culture also should be recognised. He referred to the question of delinking jobs from degrees and welcomed the establishment of National Testing Service. He referred to the Australian experience the first country to use extensively, distance education techniques, both in formal and non-formal fields and at all levels and in all subjects. He pleaded that a lesson should be drawn from this and

distance education must be considered as a tool for solving the problem of poverty. He referred to the financial aspect of the distance education system and stressed the need for lowering the operating costs so that it becomes our affordable system. He suggested the provision of a separate channel for T.V./Radio for the exclusive use of education. He also suggested that the U.G.C. should provide assistance to all institutions formal/non-formal, for using educational technologies.

In his paper entitled "Analysing Distance Learning Systems' Dr. K.G. Deshmukh, Vice-Chancellor, Amravati University, emphasised that education must be recognised as the tool for ushering in changes in an orderly manner. He contended that new technologies must be used widely, both to enrich quality and to enhance the reach of the education. He stressed that education is life long learning. He observed that it is a revolutionary idea as it stressed the need based learning and competency based education. He suggested that two alternative channels of part time and own time education be developed on a larger scale and emphasised that it should be given the same status as that of full-time education. He explained how with the help of educational technology it would be possible to reach out to the most distant areas of the most depressed sections of beneficiaries. He emphasised the need for shifting from the concept of teaching hours to learning hours aimed at self-directed learning and growth. He stated that the real concern of distance education consists in removing barriers of access time, special, cultural and social distances. He referred to the problems of parity between the degrees offered by formal and non-formal institutions. He identified some of the difficulties involved in reaching out the target audience who are unfamiliar with new technologies, like tribal people. He stressed the need for tailoring the courses according to the needs of the local community. He emphasised that distance learning must be constantly innovative. He pointed out that what is really needed are not mere machine technologies but more creative social technologies. He stressed that the development of the thought process of a person is the universal goal of education and that the goal in the distance education must be to establish a human based learning process.

Mr. Kansal pointed out that there are very few specialised science-based sports courses/institutions/specialists in various

universities in India. He felt that the universities, with a network of institutions, are best suited to develop sports science, in all the specialisations. He was of the opinion that this role of bridging this lacunae in the sports arena in the country be vested with the Universities. He pleaded for having a faculty of Sports Sciences in all the Universities.

Dr. G. Trivedi, Vice-Chancellor, Rajendra Agricultural University, stressed the need for separate Rural Universities. He was convinced that it is the need of the hour. He felt that the methodology of teaching in the Rural Universities should be problem and practice oriented.

Mr. M.K. Selvaraj, stressed the need for recognising certain realities about the role of teachers and students.

Shri Bharat Bhushan, Lecturer, ICE, University of Jammu, felt that some operational strategies have to be designed for reaching rural India through Distance Education.

Prof. K. Rajyalakshmi, Vice-Chancellor, Sri Padmavathi Vishwavidyalayam, Tirupati, felt that there is need for considerable improvement in women's education. She felt it is important that the attitude of the Society towards women should be changed first. She referred to the sex discrimination in places of work, as revealed by the generally demonstrated preference for promoting males, even when equally eligible and qualified women candidates are available. She also referred to the need for attempting to put an end to the eve-teasing in co-educational colleges. She wondered as to why when it is known that women study better and are more industrious, they are still not given the equal opportunity which the Constitution guarantees. She referred to a study which revealed that about 25 per cent of the 100 women entrepreneurs, who were given loans by banks, diverted the money to their brothers or husbands which revealed that women were being exploited. She said that when it is clearly known that women do not cheat, it is necessary to further encourage women entrepreneurs. She felt that there is a need for strengthening women's education even in men's universities. She referred to the 30 percent of the jobs being reserved for women in the state of Andhra Pradesh. She suggested that distance education, as an instrument, is best suited to women in particular, as they are the most deprived and the neglected lot in the society. She suggested

that a special Women's cell should be created in the universities to help particularly those women who are in distress and need special assistance so that they can stand on their own feet.

Recommendations & Conclusions arrived at:

1. That a separate channel be provided for TV/Radio, exclusively for education.
2. That specific plans must be designed for networking of rural institutions with existing institutions and the community.
3. That a Sports Faculty with all its specialisations, be established in all the Universities, as in other countries.
4. That a Special Women's Cell be created, in all the Universities, for educating women who are in special need and distress.





## REPORT ON THE FINAL SESSION: PLENARY SESSION

The Rapporteurs of the earlier four sessions presented the reports on the deliberations of the sessions and the recommendations of each session. The chairman invited discussions on the recommendations.

While inviting the discussions, the Chairman pointed out that the deliberations could not concentrate on the problems the universities face in the implementation of New Education Policy. A strong plea was made in the discussion for the enhancement of central expenditure on education from 1.2% to 6%. The issue of strengthening of extension services wherever they are existing and initiating them in the remaining universities has received considerable attention in the discussions. Members expressed the desire for chalking out action plan in each university in this regard and appeal to the State Governments concerned for funding.

There was general feeling among the participants for encouraging autonomy to the affiliated colleges which have necessary infrastructure for selected areas of post graduation. The need was felt for timely financial assistance from University Grants Commission and machinery for periodical monitoring the maintenance of educational standards by these colleges.

Members expressed that considerable care should be taken in organising orientation courses in Academic Staff Colleges sponsored by the University Grants Commission, particularly in planning the course content and identifying proper resource personnel.

Prof. Mathur suggested that one of the themes for the next conference should be the formulation of a blue print, under the joint auspices of AIU., UGC., and Central Government for proper implementation of New Education Policy.

The Chairman made particular comments, in his concluding remarks, on--

- 1) appointing a committee to work out the norms for granting autonomy;

- 2) chalking out an action plan by each university for the implementation of NEP;
- 3) the necessity for choosing only one or two crucial themes for the next conference of the AIU and intense discussion on them, in view of time constraint; and
- 4) a separate cell/committee should be set up in AIU for dealing with women's education and related issues;

Prof. T. Navaneeth Rao, Vice-Chancellor of the host university thanked all the members for their untiring efforts and meaningful deliberations in making the conference a great success. He also expressed his gratitude to Prof. G. Ram Reddy, President, AIU for his help and encouragement in organising the conference.

On behalf of the participating Vice-Chancellors, Prof. Ramesh Mohan expressed his grateful thanks to Prof. T. Navaneeth Rao and his entire staff for the personal attention, efficient organisation and excellent hospitality rendered.

Prof. G. Ram Reddy, President, AIU concluded the session thanking the Vice-Chancellor of the host university.

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ANNEXURE - I

NATIONAL CONFERENCE ON ROLE OF UNIVERSITIES  
IN IMPLEMENTATION OF NEW EDUCATION POLICY  
OSMANIA UNIVERSITY, HYDERABAD 500 007

DECEMBER 18-19, 1987

INAUGURAL SESSION      VENUE : LIBRARY BUILDING  
OSMANIA UNIVERSITY

18.12.1987      10.00 A.M. TO 11.15 A.M.

WELCOME : Prof T Navaneeth Rao  
Vice Chancellor  
Osmania University

PRESIDENTIAL : Prof G Ram Reddy  
REMARKS President, AIU  
Vice Chancellor, IGNOU

CHIEF GUEST : Shri Anil Bordia  
ADDRESS Secretary,  
Department of Education,  
Ministry of Human Resource Development  
Government of India,  
New Delhi

VOTE OF THANKS : Dr Jagdish Narain  
Secretary, AIU

11.15 A.M. to 11.30 A.M.      TEA BREAK

SESSION I

11.30 A.M. to 1.00 P.M.      1. Education in Human Values  
2. Human Resource Development  
3. Teachers Training

CHAIRMAN : Shri Syed Hashim Ali  
Vice Chancellor,  
Aligarh Muslim University

RAPPORTEURS : Prof K S Upadhyaya  
Deptt of Economics,  
Osmania University

Dr (Mrs) G Bharathi  
Deptt of Psychology,  
Osmania University

Dr (Mrs) G Bharathi  
Deptt of Psychology,  
Osmania University

KEYNOTE  
SPEAKERS

Shri Anand Sarup  
Former Education Secretary,  
Ministry of Human Resource  
Development,  
Chairman, National Book Trust

Dr (Mrs) J K Pillai  
Vice Chancellor  
Mother Teresa Women's  
University

Prof T K N Unnithan  
Former Vice Chancellor  
University of Rajasthan

CONTRIBUTORS  
& PARTICIPANTS  
IN DISCUSSION

Dr K N Rao,  
Vice Chancellor  
University of Health Sciences,  
Vijayawada

Dr Sneha Joshi, CASE, Baroda

Prof P K Sarma,  
Gauhati University

Shri M T Ghabe,  
K J Somaiya College, Bombay

Dr K Soman,  
University of Calicut

Prof M Khajapeer,  
University of Bangalore

Sri V Kondal Rao,  
Director,  
Telugu Akademi, Hyderabad

Prof S V Chittibabu,  
Former President, AIU

Prof (Mrs) K Rajyalaxmi,  
Vice Chancellor,  
Sri Padmavati Mahila  
Visvavidyalayam

Prof Bh Krishnamurti,  
Vice Chancellor,  
University of Hyderabad

Prof Isaac Sequira,  
Osmania University

1.00 P.M. to 2.00 P.M.

LUNCH BREAK

SESSION II

18.12.1987

2.00 P.M.

ICSSR HALL, GENERAL LIBRARY  
OSMANIA UNIVERSITY

GENERAL AREAS  
CURRICULUM - RESEARCH - EXTENSION

1. Restructuring of Courses
2. Research & Extension

CHAIRMAN

: Dr Ramesh Mohan  
Vice Chancellor,  
Meerut University

RAPORTEURS

: Prof S M Varaprasada Rao,  
Prof of Geophysics,  
Osmania University  
  
Dr P Maruthi Rao,  
Deptt of Business Management,  
Osmania University

KEYNOTE  
SPEAKERS

: Dr (Miss) M D Bengalee,  
Vice Chancellor,  
University of Bombay  
  
Dr Ramlal Parikh,  
Vice Chancellor,  
Gujarat Vidyapith

CONTRIBUTORS & :  
PARTICIPANTS  
IN DISCUSSION

Dr R Subbayyan,  
Vice Chancellor  
Bharathiar University  
  
Dr D S Punalekar,  
South Gujarat University  
  
Prof O S Reddi,  
Director,  
Institute of Genetics,  
Osmania University  
  
Prof B N Garudachar,  
College of Engineering,  
Osmania University

Prof V N K Reddy,  
Director,  
Correspondence Courses,  
Osmania University

Prof L K Ramachandran,  
Osmania University

Shri Ishwarbai Patel,  
former President, AIU

Prof N Jeyalakshmi,  
Sri Parashakti College,  
Courtallam

Prof J Satyanarayana,  
Osmania University

Prof Ramakant,  
Osmania University

Shri K Gunashekharan,  
University Grants Commission

Shri M L Sharma,  
Haryana Agricultural University,  
Hissar

11.30 A.M. to 11.45 A.M.

TEA BREAK

11.45 A.M. to 1.30 P.M.

SESSION IV

### SPECIAL AREAS

1. Distance Teaching/Learning
2. Rural Universities
3. Youth Services, Sports & Physical  
Fitness Programmes
4. Women Education

CHAIRMAN : Dr K G Deshmukh,  
Vice Chancellor,  
Amravati University,

RAPPORTEURS : Prof V Viswanadham,  
Deptt of Commerce,  
Osmania University

Mr R Suryanarayana Reddy,  
PRO,  
Osmania University



## KEYNOTE

Dr Devender Kumar,  
Vice Chancellor,  
Gandhigram Rural Institute

Dr R G Takwale,  
Former Vice Chancellor,  
University of Poona

## CONTRIBUTORS & PARTICIPANTS IN DISCUSSION

Mr G. Trivedi,  
Vice Chancellor,  
Rajendra Agricultural University,  
Pusa (Samastipur)

Dr S N Mundra,  
Directorate of Extension Education  
Udaipur

Prof B E Vijayam,  
Departmental Research,  
Support of UGC

Dr B C Muthayya,  
NIRD, Hyderabad

Dr N Parameshwara Rao,  
Cuddapah

1.30 P.M. to 2.30 P.M.

LUNCH BREAK

## SESSION V

### PLENARY SESSION

2.30 P.M. to 4.30 P.M.

CHAIRMAN	:	Prof G Ram Reddy Vice Chancellor, Indira Gandhi National University, President AIU	Open
RAPPORTEUR	:	Prof C V Ratnam, Deptt of Chemistry, Osmania University	

Presentation of reports by the Rapporteurs